SEND Information Report
Clarborough Primary School
November 2025

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. We fully comply with: SEND Code of Practice January (2015), Equality Act (2010) and the Children and Families Act (2014.).

1. *What kind of special educational needs does the school make provision for?*

   We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

   Our staff team at Clarborough have experience in meeting the needs of pupils with a range of special educational needs. This includes: dyspraxia, dyslexia, specific learning difficulties, co-ordination difficulties, speech and language issues, ADHD, Autism as well as pupils with physical, behavioural and emotional needs.

2. *How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?*

   Our staff are committed to getting to know your child as an individual. We closely monitor pupils' educational, physical and emotional progress; this helps us to identify any issues we need to discuss with parents/carers quickly. Parents are invited to make an appointment with the Headteacher, Deputy Headteacher, Class Teacher, Teaching Assistants (TAs) or Special Needs Co-ordinator (SENCo) if they are concerned that their child has special educational needs. As a result of this meeting we may require the involvement of other agencies. We will seek your permission if together we agree for their assessment. These steps will be planned with you.

3. *a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?*

   Teachers evaluate the progress of pupils with educational needs at half termly progress meetings. They may write Individual Support Plans or Provision Maps based on consultation with all stakeholders including the child as appropriate. Children will be involved in this process to ensure their point of view is considered. Meetings with parents/carers and pupils take place termly (or more often as appropriate). Where interventions are provided, their impact is tracked.

   b) How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?

   We follow the "Assess, Plan, Do, Review" model when addressing special educational needs. Children and parents/carers are involved at every step, whether it be setting targets or

celebrating success. Class Teachers will always offer guidance to help parents/carers to support their children.

Assess: Data on the child held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be involved in early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do: SEND support will be recorded on a support plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing the plan.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents. If children are not making sufficient progress from their starting points, despite the delivery of high quality interventions, advice will always be sought from external agencies and the SENDCo regarding strategies to best meet the specific needs of a child. Your child's support plan will be shared with you at termly meetings arranged by the SENDCo.

c) What is the school's approach to teaching pupils with special educational needs?

At Clarborough Primary School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism. We value the strengths of all pupils, whilst enabling each child to achieve his or her full potential. We aim to equip our children with all the basic skills necessary for adult life, whilst identifying and supporting children who have special educational needs or disabilities.

d) How will the curriculum and learning be matched to my child's needs?

We include all our children in all areas of the curriculum. The Class Teacher will make initial assessments and adjust teaching in the light of these assessments. Work and targets will be differentiated appropriately. The SENCo and TAs may be involved as appropriate.

e) How are decisions made about the type and amount of support my child will receive?

Decisions about how your child might be supported are made by the Class Teacher, Senior Leadership Team (SLT), or SENCo. To help us to make these decisions we seek advice from termly Springboard meetings with SENCos from other schools in the family, from the family SENCo and from outside agencies

f) How will my child be included in activities outside the classroom, including school trips?

We always strive to include all children in all school activities. Every reasonable effort will be made to support children to access the curriculum. Needs are considered at the planning stage, and out of school trips may require pre-visit to consider any specific needs, including

those of children with special educational needs. This may be require the deployment of staff, volunteers or by inviting parents/carers to help.

g) What support will there be for my child's overall well-being?

We have members of staff who are skilled at mentoring children with a range of educational, emotional and physical needs. If these staff need more support in meeting your child's needs we can call on the expertise of outside agencies eg Educational Psychologist, Healthy Families Team, Occupational Therapist, Speech and Language Therapist etc. We also have TA's in school that are ELSA trained.

4. *Who is the school's SENCo and what are their contact details?*

Our SENCo is **Miss Barbara Green**; she can be contacted through the school office.

5. *a) What training have staff supporting special educational needs had and what is planned?*

Our school operates training programmes as appropriate for the needs of staff and pupils. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Training attended by our staff includes:

- Bereavement counselling
- Selective Mutism
- Supporting children who need help with personal care
- Interventions to accelerate progress in literacy and maths skills
- Delivering speech and language programmes
- The use of ICT
- Two members of staff are ELSA trained
- Understanding Autism
- The interoception Curriculum
- Level 1 Makaton

b) What specialist services and expertise are available or accessed by the setting/school?

The following services and expertise will be considered:

<u>SEND Policy and Provision</u>
co-ordinates a range of services which support children and young people with SEND to achieve their full educational potential. This includes the provision of specialist advice and support to children, families and schools.

The service consists of a number of specialist teams, providing specific areas of support. Contact with the support services is usually initiated by schools, or by referral arising from a professional assessment of a child's special educational needs, for example, springboard meetings.

<u>School Provision</u>

- Teaching Assistants
- Breakfast Club
- After School club
- ELSA
- A range of focused interventions

Local Authority Provision

- Education Psychology Service
- Communication and Interaction Team
- Cognition and Learning Team
- Hearing Impairment Team
- Visual Impairment Team
- Parent Partnership Service
- Targeted Support
- Physical Disability Support Service
- Behaviour Partnership

6. *How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?*

   The SENCo will ask for guidance in securing any specialist equipment your child might need. This might include toileting equipment, laptops, spell checkers etc. This may be funded by school, or by outside agencies as appropriate.

7. *What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?*

   You are the person who knows your child best. We will invite you to an initial meeting to discuss your child's needs; this will give you the opportunity to share your knowledge with school staff. You and your child will take full part in the setting of any targets. You will be invited to review meetings every term (or more often, if appropriate). Ongoing concerns may be discussed with your child's Class Teacher.

8. *What are the arrangements for consulting children with SEN and involving them in their education?*

   We involve all our children in setting targets, considering how successful they have been, and assessing their own success.

9. *What do I do if I have a concern or complaint about the SEN provision made by the school?*

   We would ask you to always make an appointment to see an appropriate member of staff if you have any concerns or complaints. We will listen to your concerns and seek a way of addressing them.

10. *How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?*

    We work alongside health, social care, local authority support services and voluntary

organisations and are proactive in seeking out other means of support for our children with additional needs. We also have an allocated Governor who is responsible for overseeing the co-ordination of SEND. This Governor meeting termly (more often if appropriate) with the SENCO.

11. *How does the school seek to signpost organisations, services etc who can provide additional support to children, parents and carers?*

    We provide information about other organisations etc through the SENco and teaching staff.

12. *How will the school prepare my child to:*
    i) Join the school?
    ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

    We invite you to visit our school to meet our staff and take a look around our school. We will discuss with you how best to handle joining the school for your child. At times of transition we enable extra visits and liaise with staff from other school settings to provide opportunities for you and your child to make an easy transition. Often, transition plans are created by the class teacher and SENCO when transitioning to a new year group.

13. *Where can I access further information?*

    Please take a look at our school website for further information, or the Nottinghamshire County Council website.

You can find Nottinghamshire's Local Offer here:

Nottshelpyourself | SEND Local Offer - Getting Around

You can find our Extended Local Offer Response here:

Nottshelpyourself | Clarborough Primary School